2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Dallas ISD	057-905	North Dallas High School / 057905024	

Vendor ID #	ESC Region #		DUNS #
1756001278	Region 10		0750963470000

Mailing address		City	State	ZIP Code
3700 Ross Avenue		Dallas	TX	75204-5491

Primary Contact

First name	M.I.	Last name	Title
Israel		Cordero	Chief of Strategic Initiatives and External Affairs
Telephone #	Email address		FAX #
972-925-3014	ICord014@dallasisd.org		None

Secondary Contact

First name	M.I.	Last name	Title
Usamha	K.	Muhammad-Rodgers	Executive Director, Early College Programs
Telephone #	Email address		FAX #
972-925-3038	UMUHAMMAD-RODGERS@dallasisd.org		972-925-3091

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sequetta		Marks	Director of Special Revenue Funds Mgt.
Telephone #	Email address		FAX #
972-925-3810	SMarks@dallasisd.org		972-925-3774

Signature (blue ink preferred)

Date signed 10/28/16

Only the legally responsible party may sign this application.

701-16-108-006

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Schedule #1—General Information

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	☐	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 07/01	End date (MM/DD): 06/30

Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dallas ISD, in partnership with the Dallas County Community College District (DCCCD), is expanding on an already strong existing Early College High School Program. Students attending existing Early College High Schools in Dallas ISD earn a two or four-year degree within six years at a two times greater rate than the district average (41% compared to 21%). Furthermore, career certifications have increased fourfold since 2014 (1,683 to 4,583). For this reason, Dallas ISD is expanding the program through the creation of Collegiate Academies.

The Collegiate Academies focus on high-need workforce industries and career pathways. Across the expansion, career pathways available to students will include health sciences, information technology and cyber security, culinary arts, animal sciences, and law enforcement, among others. Each Collegiate Academy has an industry partner and a highter education partner through DCCCD and offers its own pathway leading to an Associate of Applied Science degree. Articulation agreements with regional four-year universities will allow ECHS graduates to take specified courses toward a Bachelor's degree. The roles and responsibilities for each partner in a Collegiate Academy are clearly defined and agreed to by a signed Memorandum of Understanding.

The Dallas ISD Collegiate Academy program represents an innovative approach to college access and completion for students who might otherwise be locked out of the growth sectors of the economy. Those students who complete the program will:

- become familiar with the effort required to successfully complete college level coursework;
- receive corporate mentorship and intern/externship opportunities, learning about the workforce and workforce requirements first-hand;
- avoid the need for remediation when enrolling in college after high school graduation;
- earn as many as 60 hours of tuition-free college credit as a high school student, and/or an Associate of Applied Science degree in the Information and Computer Technology industry cluster;
- eliminate thousands of dollars in college tuition costs by earning college credit hours while in high school;
- start college at a four-year university already having completed two years in high school, thereby earning a four-year degree in less time than their peers; and
- enter the job market with a work-ready skill upon completion of high school.

The Dallas ISD Collegiate Academies represent a sweeping redesign of the high school experience on campuses that have traditionally struggled to graduate college- and work-ready students. By creating successful student transitions to post-secondary education, Dallas ISD will increase opportunities for first-generaion college students to embark on high demand, high wage careers.

The 2015-2016 school year kicked off this expansion with eight new Collegiate Academies, including the state's first Pathways to Technology Early College High School (P-TECH). Despite the fact the eight schools serve many students who are economically disadvantaged and historically underrepresented in higher education, the interest in the Collegiate Academies initiative was tremendous. More than 2,000 student applications were submitted for 800 available slots. Given this great demand, Dallas ISD has planned for a second cohort of Collegiate Academies in the 2017-2018 school year.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

One of these academies is the **North Dallas P-TECH at Brookhaven College Pathways to Technology Early College High School (ECHS)**. North Dallas P-TECH will focus directly on the **Information and Computer Technology** and **Biotechnology and Life Sciences** industry clusters. These clusters are identified as critical workforce needs by the Governor's Office, Texas Education Agency, and Texas Workforce Commission.

North Dallas P-TECH ECHS will accept 100 ninth-grade students per year. Students of all backgrounds and abilities will be eligible to apply, with a focus on attracting first generation college students and those who are historically underrepresented in higher education, with the determination to attend college. Students will only be accepted into the collegiate academy program as freshmen. Each class will move together as a cohort throughout high school. The academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM).

The academic partners for North Dallas P-TECH ECHS are **Brookhaven College** in the Dallas County Community College District, **Texas A&M University-Commerce** (TAMU Commerce) and the **University of North Texas** (UNT). Students will complete high school graduation requirements and earn either an Associate of Applied Science degree or up to 60 sememster hours of college credit. Dallas ISD will provide student transportation to and from the **Brookhaven College** campus. The articulation agreements with TAMU Commerce and UNT Dallas will allow ECHS graduates to take specified courses to complete a **BAAS degree.**

Thomas Reuters will serve as the primary industry partner and **Bottle Rocket** will serve as supporting industry partners, for North Dallas P-TECH ECHS. These industry partners will be integral to student success. Corporate involvement builds student understanding of the connection between their coursework and field experiences to the "real world" expectations of the workplace. These connections serve as a motivator and support mechanism for students, both in the classroom and in their future careers.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018	Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	$369,983	$2,325	$372,308	$127,000
Schedule #8	Professional and Contracted Services (6200)	6200		$		$
Schedule #9	Supplies and Materials (6300)	6300	$12,500	$75	$12,575	$
Schedule #10	Other Operating Costs (6400)	6400	$15,000	$100	$15,100	$
Schedule #11	Capital Outlay (6600)	6600	$	$	$	$
	Total direct costs:		$397,483	$2,500	$399,983	$
	Percentage% indirect costs (see note):		N/A	$	$	$
	Grand total of budgeted costs (add all entries in each column):		**$397,483**	**$2,500**	**$399,983**	**$127,000**

Administrative Cost Calculation

Enter the total grant amount requested:	$398,998
Percentage limit on administrative costs established for the program (10%):	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$39,898

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057-905 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher	2		$118,074	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director/Administrator	1		$80,930	$
5	Project coordinator	1		$73,884	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk	1		$26,984	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor	1		$70,111	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
21	Industry Mentors and Consultants			$	$127,000
22	Title			$	$
23	Title			$	$
24	Subtotal employee costs:			$369,983	$127,000
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		$	$
26	6119	Professional staff extra-duty pay		$	$
27	6121	Support staff extra-duty pay		$	$
28	6140	Employee benefits		$	$
29	61XX	Tuition remission (IHEs only)		$	$
30	Subtotal substitute, extra-duty, benefits costs			$	$
31	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$369,983**	**$127,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1		$	$
2		$	$
3		$	$
4		$	$
5		$	$
6		$	$
7		$	$
8		$	$
9		$	$
10		$	$
11		$	$
12		$	$
13		$	$
14		$	$
b.	Subtotal of professional and contracted services:	$	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$
	(Sum of lines a, b, and c) Grand total	$	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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		Grant Amount Budgeted	Cost Share
Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):		
Supplies and Materials Requiring Specific Approval			
Expense Item Description		**Grant Amount Budgeted**	**Cost Share**
6300	Total supplies and materials that do not require specific approval: General Supplies Summer Bridge Textbooks and Materials	$5,500 7,000	$
	Grand total:	**$12,500**	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 057-905		Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**	**Cost Share**
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$	$
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$
6413	Stipends for non-employees other than those included in 6419	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$
Subtotal other operating costs requiring specific approval:		$	$
	Remaining 6400—Other operating costs that do not require specific approval: Miscellaneous Operating Expenses $10,000 Printing/Graphics $5,000	$15,000	$
Grand total:		$15,000	$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057-905			Amendment number (for amendments only):	

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX—Computing Devices, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX—Software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				$	$
			Grand total:	$	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 057-905			Amendment # (for amendments only):		

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:			**1,187**		
Category	**Number**	**Percentage**	**Category**		**Percentage**
African American	180	16%	Attendance rate		92%
Hispanic	883	78%	Annual dropout rate (Gr 9-12)		2% (2013-2014)
White	17	2%	Students taking the ACT and/or SAT		76% (2014)
Asian	45	4%	Average SAT score (number value, not a percentage)		1134 (2014)
Economically disadvantaged	1,075	95%	Average ACT score (number value, not a percentage)		15.3 (2014)
Limited English proficient (LEP)	373	33%	Students classified as "at risk" per Texas Education Code §29.081(d)		876
Disciplinary placements	43 (2013-2014	3%	State assessment data		Met Standard

Comments

Unless otherwise noted, data is representatives of the 2015-2016 school year.

Teacher salary data is not available by years of experience, as Dallas ISD no longer pays based on experience. Instead, the district pays based on effectiveness as determined by the Teacher Excellence Initiative evaluation tool.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	26	30%	No degree	0 (2014-2015)	0%
Hispanic	15	17%	Bachelor's degree	50 (2014-2015)	61%
White	34	39%	Master's degree	32 (2014-2015)	38%
Asian	0	0%	Doctorate	1 (2014-2015)	1%
1-5 years exp.	31	36%	Avg. salary, 1-5 years exp.	DNA	N/A
6-10 years exp.	20	23%	Avg. salary, 6-10 years exp.	DNA	N/A
11-20 years exp.	12	14%	Avg. salary, 11-20 years exp.	DNA	N/A
Over 20 years exp.	16	18%	Avg. salary, over 20 years exp.	DNA	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											100	100			200
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											5	5			10
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Dallas ISD needs assessement process has been a multi-step approach to identifying the right schools for this initiative and ensuring that the support from an Innovative Academy grant would significantly impact student success.

Step I. Use Data to Identify the Schools with the Greatest Opportunity.
The first step of the assessment process was to analyze the data related to college completion rates for graduates within each high school. The overarching goal of the Texas Higher Education Coordinating Board's strategic plan is that by 2030, at least 60% percent of Texans ages 25-34 will have a certificate or degree. The **North Dallas P-TECH Early College High School** college completion rate for the class of 2009 is 14%. This is far below the district average of 21%, the Dallas County average of 34% and the state goal of 60%. The assessment team has developed interim college attainment goals for the school in order to begin closing this gap.

Step II. Create an Internal Leadership Committee within the Dallas ISD.
Using the above-mentioned data, Dallas ISD formed an internal leadership committee to identify the needs of each high school. This committee includes district leaders, school principals, and leadership representatives from community college partners. The committee was charged with addressing specific questions, including:

(1) What efforts have worked within your school and how do you know that those efforts have been successful?

(2) What needs to be enhanced within your school to help increase student college completion rates?

(3) What research-based strategies or supports would be helpful in meeting our mutual goals of college attainment?

(4) What other factors should we consider (e.g. school-level climate surveys, academic achievement metrics, etc) as leading indicators of later success?

Step III. Identify Critical Needs to be Addressed.
With this information, the internal leadership committee identified the most critical needs within Dallas ISD comprehensive high schoosl that must be addressed to increase college attainment. This brainstorming process was absolutely critical as it revealed important beliefs within the committee.

Step IV. Prioritize Major Issues.
Recognizing the numerous challenges that need to be addressed, the internal leadership committee began prioritizing the needs, based on the the potential for significant impact at scale. To help guide that discussion, the committee created a simple 2-by-2 matrix that looked at how addressing a particular need would "impact student success" and mapped that against the its ability to "impact students at school." The matrix allowed the committee to prioritize the critical needs that were common to many of the district's comprehensive high schools, as detailed on the next page.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Eliminating the "disconnect" between in-school learning and real-world applications:** A 2011 report by the Harvard Graduate School of Education says that students often lack a "clear, transparent connection between their program of study and tangible opportunities in the labor market."	The relationships built between the high school and their corporate/higher education partner is integral in the development of the collegiate academies and the student experience. Corporate involvement builds student understanding between the connection of their coursework and field experiences to the "real world" expectations of the workplace. These connections serve as a motivator and support mechanism that lead to greater student success, both in the classroom and in future careers.
2.	**Greater access to college level courses:** Students' belief in their ability to succeed in college increase when they have access to college-level courses in high school. A recent analysis by the Dallas County Community College District demonstrates that students who enroll in college courses are nearly two times more likely to complete a degree within 6 years of high shool graduation.	Each collegiate academy will accept 100 ninth-grade students per year (400 student per academy). The collegiate academy model begins at ninth grade, and students will only be accepted into the program as freshmen. They will move together as a cohort as they progress through high school <u>and being taking college level courses in the ninth grade.</u>
3.	**Developing workplace skills:** Students need early and engaging experiences with the world of work to build workplace skills for the 21st century. Through facilitated conversations with the Dallas Regional Chamber, most employers have said that developing "soft skills" is the most significant hiring and training challenge they have faced.	The interaction of students with employees of the corporate partner in a mentorship setting and ultimately in internships, will provide valuable soft skills for future success. Furthermore, 9-12th grade students interacting with current college students while at the DCCCD campus will expose students to a college-going culture, and will build life skills as a result of being around their peers who are pursuing a postsecondary degree.
4.	**Increased counseling capacity:** The average student-to-counselor ratio in many Dallas ISD high schools is 500:1, more than double the recommended capacity by national advising organizations. This lack of capacity forces counselors to focus on juniors and seniors for college counseling. They are unable to provide differentiated support for sophomores and freshmen.	Each Collegiate Academy is staffed with a college/career counselor, and given there are only 100 students per grade level, the largest possible ratio of students to counselor is smaller than the district and state average. This will allow for direct student support on completing college level courses, while aligning that coursework to the "real-world" applications of the industry cluster.
5.	**Perception that college is not affordable and not easily accessible to students:** About 90% of Dallas ISD students are economically disadvantaged. College affordability is frequently cited as a reason that students do not enroll in college or remain in college. But district-wide, only 43% of high school seniors fill out their FAFSA.	This Collegiate Academy model will directly impact the affordability of college by enabling students to earn an Associates Degree for no cost while still attending high school, thus eliminating thousands of dollars in college tuition cost. Also, the academic preparedness earned through this program will reduce the number of students needing remediation in a postsecondary institution, allowing grant dollars, specifically Pell dollars, to be spent on credit rather than remediation courses.

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Schedule #14—Management Plan

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ECHS Innovative Academy Administrator	Master's degree in educational administration; valid Texas mid-management, administrator, principal or other appropriate certificate; 3 years of classroom teaching experience in a public or accredited private school system
2.	College and Career Counselor	Master's degree in guidance counseling; valid Texas certification as a Counselor, Special Education Counselor or Career and Technical Education Counselor; 2 years of classroom teaching experience in a public or accredited private school system; high school counselor experience including dual credit process, testing, scholarship information, financial aid, graduation requirements, master schedule, etc.
3.	Workforce Learning Coordinator	Bachelor's degree in education, Master's degree preferred; ability to manage staff and resources; skilled in program presentation, design, implementation, and monitoring; 5 years of related experience in management, and curriculum and professional development
4.	College and Career Readiness Teacher	Bachelor's degree; valid Texas teacher certificate with required endorsements; 3 years experience with demonstrated ability to 1) read, analyze, and interpret business and professional journals, technical procedures, or government regulations; 2) write effective business correspondence, reports, procedures; etc. 3) effectively present program information to internal and external stakeholders

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Recruit and retain high demand occupation industry and college partners	1.	Recruit college partners/agreements complete	7/11/2016	12/31/2016
		2.	Recruit industry partners/agreements complete	8/22/2016	3/31/2017
		3.	Develop complete pathways through college	9/1/2016	10/25/2016
		4.	Implement campus leadership committee(s)	12/1/2016	6/15/2018
		5.	Incorporate feedback from industry/college	1/1/2016	6/15/2018
2.	Create and implement high-quality student academic preparation classes	1.	Design structure for TSI Bootcamp	1/1/2017	2/1/2017
		2.	Implement TSI-A reading/writing Bootcamp	8/1/2017	9/1/2017
		3.	Implement TSI-A math Bootcamp	9/1/2017	5/30/2018
		4.	Implement TSI-A strategies in core classes	1/1/2017	5/30/2018
		5.	Implement MAPS course and strategies	8/1/2017	6/15/2018
3.	Create and implement high-quality student academic interventions	1.	Implement student monitoring systems/ongoing	12/1/2016	6/15/2018
		2.	Hold student data analysis sessions/ongoing	2/1/2017	6/15/2018
		3.	Monitor student RtI/ongoing	2/1/2017	6/15/2018
		4.	Implement student tutoring/ongoing	8/15/2017	6/15/2018
		5.	Implement student study groups/ongoing	8/15/2017	6/15/2018
4.	Create and implement high-quality professional development	1.	Implement college faculty training/semester	12/1/2016	1/15/2018
		2.	Implement Dallas ISD teacher training/ongoing	12/1/2016	1/15/2018
		3.	Implement teacher technology training/ongoing	1/30/2017	4/30/2018
		4.	Implement counselor training/ongoing	11/1/2016	6/30/2018
		5.	Implement office manager training/ongoing	12/1/2016	6/30/2018
5.	Create and implement recruitment and support systems	1.	Complete annual budget for Board approval	12/1/2016	6/30/2017
		2.	Implement communication/recruitment strategy	12/1/2016	4/30/2017
		3.	Recruit students/annual	12/1/2016	1/30/2018
		4.	Recruit teachers/annual	1/30/2016	6/1/2017
		5.	Develop high school/college data system	10/1/2016	2/1/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus will utilize the develop, implement and evaluate cycle for continuous improvement. The ECHS program goals will be monitored through various district data management systems. Enrollment data will be monitored throughout the application process to ensure that students matching the targeted population are admitted into the program. The campus steering committee will review and approve the list of identified students prior to notification of acceptance into the ECHS program. Student TSI assessment data will be reviewed after each test administration to develop intervention plans and inform instruction. Student attendance and grades will be monitored every three weeks to provide interventions and student support as needed. Student progress toward completion of college credit hours will be monitored through the district's early college data dashboard. Counselors will update student profiles at the end of each semester to track student progress toward high school graduation, career certification and degree completion.

The ECHS steering committee will review campus data every six weeks to track progress and make recommendations for improvement. Teacher teams will meet monthly to review progress monitoring documents in order to plan interventions and inform instructional practices. The campus workplace learning coordinator will develop an action plan each six weeks to outline the workplace learning competencies and industry partnership engagement activities which will be implemented during the identified time frame. The workplace learning coordinator will also meet with the industry partnership liaison quarterly to provide updates on student mastery of workplace learning competencies and implementation of the campus workplace learning action plan.

Parents and community members will receive regular updates during monthly Parent Teacher Student Association and Site Based Decision Team Meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For Dallas ISD, sustainability of the Early College program is a definitive goal and teams have worked tirelessly to adhere to the established ECHS Benchmarks via a systemic approach to program implementation. The model that Dallas ISD has created includes alignment of the program with the state's ECHS Benchmarks (i.e. Target Population; Partnership Agreement; Leadership Initiatives; Curriculum & Support; Academic Rigor & Readiness; School Design). The sustainability plan includes maximizing the use of resources already in the system (non-monetary, in-kind, volunteer, contributed space, donated equipment and technical support), along with developing a funding plan to ensure the key infrastructure of the program is maintained with key staff support (i.e. Executive Director, Campus Administrator, Workplace Learning Coordinator, Counselor, Qualified Teachers, etc.).

The campus and district advisory and steering committees will continue to assist with providing viable feedback and carrying out essential operations of the ECHS program. The district advisory council will continue to identify potential partners through outreach efforts. The district will also continue to develop a strategic communication plan to publicize successes and achievements in addition to assisting with student recruitment. The executive director will work collaboratively with district budgetary staff to maintain the financial support the program has received from various district departments.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Dallas ISD tracks applications, progress, and academic scores for each student.	1.	Applications for participation meet numerical and demographic targets.
		2.	Accepted students maintain participation through graduation.
		3.	Participating students maintain satisfactory academic progress.
2.	Dallas ISD receives data collected by testing companies.	1.	PSAT 8/9 8th grade scores serve as college readiness leading indicator.
		2.	PSAT/NMSQT scores meet targets for project participants.
		3.	ACT / SAT participation and scores meet targets for project participants
3.	Dallas ISD collects data from teachers and school leaders through surveys, interviews, and focus groups once a semester.	1.	Targets are met for CTE coherent sequence participation.
		2.	Participating students on track to complete Distinguished Level of Achievement high school graduation plan.
		3.	Participating students maintain satisfactory academic progress.
4.	Dallas ISD receives data from the college and the National Student Clearinghouse.	1.	College TSI-A scores meet targets for project participants.
		2.	College grades meet targets for project participants.
		3.	College enrollment and persistence are demonstrated by participants.
5.	Dallas ISD interviews industry and college partners and teachers once a semester.	1.	Industry partners benefit students by their participation in program.
		2.	Industry and college partners maintain a high level of satisfaction with program.
		3.	Dual credit teachers maintain a high level of satisfaction with program.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Dallas ISD will embark on an evaluation program of data collection and reporting to document outcomes to external audiences, and to address problems with project delivery to internal managers. The evaluation will be managed by the district's Evaluation and Assessment department, with project oversight by Assistant Superintendent Cecilia Oakeley, Ph.D. The online application program will track numeric, demographic targets for the early college program. The district's student information system will be linked to an early college dashboard accessible to school administrators and evaluators. Data sharing agreements between colleges and Dallas ISD will allow college data to be linked to the early college dashboard. A data sharing agreement with Dallas County Community College District (DCCCD) is complete and DCCCD data on enrolled Dallas ISD students are now available. District grading policies were updated in 2016 to allow for consistent grading processes for dual credit college courses. Attendance data collection are available for evaluation.

Dallas ISD pays for in-school college exams and receives exam data directly from the testing companies. All 8th graders take the PSAT8/9, all sophomores take the PSAT/NMSQT, all juniors take the SAT, and all seniors take the ACT. SAT and ACT vouchers are available. Dallas ISD has all TSI-A data from the colleges. These data—along with college grade and attendance data—provide feedback on college readiness levels and progress to inform decisions about individualized student academic interventions and to design Bootcamps.

The program goals include ensuring the students earn both the Distinguished Level of Achievement graduation plan and an Associate's degree. Under Evaluation/Process Method #3, data on student progress in Career and Technical Education coherent sequences, Endorsement(s), and college credits will be gathered through quantitative means described above and qualitative surveys, interviews, and focus groups conducted each semester. College-going data from the colleges and the National Student Clearinghouse will track student success through the early college experience and beyond. These data include student TSI-A scores, college grades, and postsecondary college attainment. To ensure that industry partners' needs are met, industry standards are integrated into the curricula and work-based learning experiences. College best practices are incorporated into teaching practices. Interviews will be held each semester with industry partners, colleges, and teachers.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;

b. allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;

c. include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and

d. provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An Interlocal Agreement with the Dallas County Community College District (DCCCD) has been drafted to establish the **North Dallas P-TECH at Brookhaven College Pathways to Technology Early College High School (ECHS)** to provide a rigorous course of study and supports to enable students to enter either the **Information and Computer Technology** or **Biotechnology and Life Sciences** industry clusters. Students will complete high school graduation requirements and either an **associate's degree** or up to 60 semester credit hours with **Brookhaven College** in the **Dallas County Community College District (DCCCD).** The goal of this innovative early college program is to create successful student transitions to postsecondary education and increase opportunities for students to enter high demand, high wage careers.

a. The ECHS academic plan includes a combination of courses listed in the THECB Lower Division Academic Course Guide Manuals and the college-level technical education courses in the Workforce Education Course Manual (WECM). The following table shows the current draft of planned courses students will take during grades 9 through 12.

Grade	High School Courses	College Courses
Grade 9	MAPS (TSIA preparation); English I; Algebra I; Geometry; World History; Biology; Fine Arts; PE; Health (local)	HEALTH: POFT 1127 IT: ITSC 1401
Grade 10	English II; Algebra II; US History; Chemistry; LOTE I	HEALTH: SPCH 1311; POFI 1301; MDCA 1313, 1409; HITT 1301 IT: ITSE 1429, 1430; SPCH 1311
Grade 11	US Government; Physics; LOTE II IT: add English III; Economics	HEALTH: English 1301 and 1302; Math 1314, 1316; HITT 1311, 1253, 1341, 1342, 1345, 2371 IT: Math 1332 and 1324; Fine Arts; PSYC 2301; ITSE 2438; IMED 1416
Grade 12		HEALTH: English 2332, 2333; MATH 1332; HITT 1255, 2239, 2249, 2335, 2343, 2360; HUMA 1302; PSYC 2301 IT: English 1301 and 1302; ITSW 1407; ITSC 1191 and 1405; ITSE 1450, 2417; ITNW 1425; ARTV 2471

b. In order to ensure students will successfully complete both a high school diploma and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree, the **North Dallas P-TECH at Brookhaven College Pathways to Technology ECHS** program includes specialized supports for struggling students. Additionally, the opportunity to complete college courses for free during the fifth year following high school graduation has been negotiated with DCCCD.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Statutory Requirement 1 (continued)
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Individualized student supports include the following:
- Boot camps for rising high school freshmen in the summer before 9th grade focused on achieving a college readiness score on TSIA Reading and Writing exams.
- Individualized tutoring for students in 9th and 10th grade based on the diagnostic results of TSIA Writing and Reading exams.
- Students will take the TSIA Mathematics exam during the second semester of their sophomore year. Specialized instruction that incorporates concepts tested on the TSIA Mathematics exam will be incorporated into students' 10th grade Algebra II instruction.
- Students are offered multiple opportunities to take TSIA exams after completing boot camps, tutoring, and/or specialized instruction.
- Students enrolled in college courses during high school will form study groups that meet regularly during the college semester.

The academic plan calls for all students to complete their high school graduation requirements within four years of entering high school. This innovative program allows for students to enroll in as many of the courses outlined in the table below in either their fifth year of high school enrollment or the year after high school graduation at no charge.

Fifth Year College Course Options

Any college course named above	MATH 1314, 1316, 1324, 1332 or 2342
Art/Dance/Drama/Music	English 2332, 2333

c. The Dallas ISD worked with **Brookhaven College** and **the universities noted below** to create articulation agreements between the higher education institutions. This articulation agreement allows ECHS graduates to take specified courses to complete a **BAAS degree.**

Degree Plan	Transfer Institution
IT/CIT Software Programmer/Developer	• Texas A&M Commerce • University of North Texas
Health Information Technology (HIT)	• Pending THECB approval

d. The **North Dallas P-TECH at Brookhaven College Pathways to Technology ECHS** pathways offer students flexibility in creating their schedule and mentoring opportunities. Schedules will be customized to meet the individual requirements of students. An example of this is a 9th grade student who has not yet achieved a college readiness score on a TSIA exam and would benefit from placement in courses focused on delivering required exam content and/or tutoring.

Academic mentoring opportunities will be provided by high school students, college students, and industry partner employees. Mentoring opportunities include regularly scheduled conferences between each ECHS student and at least one academic mentor. ECHS staff members, including counselors, will ensure that students and their academic mentors are provided with current student information for any areas in which they are struggling.

Because this innovative ECHS program is focused on high demand Texas career clusters, the industry partner mentor will also provide work-based learning opportunities for the ECHS students. Work-based learning can aid students in developing contextual knowledge that helps them achieve in academic areas. For example, a student who is required to prepare a written report for a company has a deeper understanding of the importance of competent writing.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **North Dallas P-TECH at Brookhaven College Pathways to Technology Early College High School (ECHS)** is focused on the high demand **Information and Computer Technology** or **Biotechnology and Life Sciences** industry clusters. Based on analyses conducted with regional chambers of commerce, the Texas Workforce Commissions' Workforce Solutions Greater Dallas, the Dallas County Community College District (DCCCD), and industry partners, this ECHS' programs of study concentrate on **Health Information Technology** and **Computer Information Technology: Software Programming**. Postsecondary education pathways have been identified that will lead the ECHS graduates to positions such as those shown below. The DCCCD has either completed or is in the process of completing articulation and reverse transfer agreements with four-year institutions to provide options for ECHS graduates.

National and regional employment data have been gathered by DCCCD's Labor Market Intelligence (LMI) Center. The data for the occupational profiles are from the Bureau of Labor Statistics (BLS), Emsi, and Burning Glass' regional 90 day job postings. National and regional forecasts will be updated annually in consultation with industry partners and the agencies listed above. Below are national data for pathways in this industry cluster. Schedule 17, Requirement 5 identifies the Program of Study median pay, projected growth, and recent job postings for the Dallas-Fort Worth Metropolitan Statistical Area (MSA).

NATIONAL DATA Health Information Technology: Medical Records and Health Information Technicians
Medical records and health information technicians, commonly referred to as health information technicians, organize and manage health information data. They ensure that the information system maintains its quality, accuracy, accessibility, and security in both paper files and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories.

Bureau of Labor Statistics : National Occupation Outlook Handbook

Median Pay	$37,11/year
Typical Entry-Level Education	Postsecondary non-degree award
Work Experience in a Related Occupation	None
Number of Jobs, 2014	188,600
Job Outlook, 2014-2024	15%
Employment Change, 2014-2024	29,000

NATIONAL DATA Information Technology: Software Developers
Software developers are the creative minds behind computer programs. Some develop the applications that allow people to do specific tasks on a computer or device. Others develop the underlying systems that run the devices or that control networks.

Bureau of Labor Statistics : National Occupation Outlook Handbook

Median Pay	$100,690/year
Typical Entry-Level Education	Bachelor's Degree
Work Experience in a Related Occupation	None
Number of Jobs, 2014	1,114,000
Job Outlook, 2014-2024	17%
Employment Change, 2014-2024	186,600

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.

b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.

c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.

d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.

e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **North Dallas P-TECH at Brookhaven College Pathways to Technology Early College High School (ECHS)** has received Letters of Intent from **Thomas Reuters** and **Bottle Rocket**. The Programs of Study for this ECHS are designed to meet the needs of the **Information and Computer Technology** and **Biotechnology and Life Sciences** clusters. Industry partners are the key to postsecondary workplace success as these critical partners provide real world experiences to the ECHS students.

a. **Thomas Reuters** has agreed to serve as an active member of the ECHS leadership team. The ECHS Advisory Board meets quarterly with the industry partner, **Brookhaven College**, the ECHS leadership team, and other supporters. The Advisory Board reviews annual planning, student academic progress, work-based learning experiences, mentorships, and any other relevant issues

b. Planned in-kind contributions from the industry partner equal 30% of the grant request. This is calculated based on the levels of the partner employees' time dedicated to planning and providing student work-based learning opportunities during **years one and two**, including student mentoring, worksite visits, industry speaker visits to the ECHS to promote career exploration and industry exposure, and developing Project Days, where industry leaders and students work together on projects.

Management Level	Number of Employees	Number of Days		Cost per Day per year	Total In-Kind Contribution
		Year 1	Year 2		
Chief Executive (1)	1	1	1	$5,000	$10,000
Executive (3)	3	2	2	$2,000	$24,000
Management (5)	5	3	3	$1,500	$45,000
Mid-Management (12)	12	4	4	$500	$48,000

c. Special accommodations have been made to provide physical space for the industry partner within the ECHS. In addition to the quarterly Advisory Board meetings, monthly industry liaison meetings are held with the ECHS staff.

d. The ECHS, college, and industry partner work together to develop a rigorous high school and college curricula with relevant workplace learning experiences. All parties jointly develop a scope and sequence that will offer students opportunities for students to participate in internships, job shadowing, or real world problem solving exercises in order to develop specific skills needed for industry positions. Importantly, industry partners shape both the high school and college curricula, including high-quality, industry-recognized credentials awarded in the degree plan.

e. The North Dallas P-TECH ECHS program of study is designed to incorporate work based learning experiences to support students' transition between postsecondary education and working in high demand **Information and Computer Technology** and **Biotechnology and Life Sciences** industries. Mentors are adult role models who provide students with academic assistance, workplace learning, and social and emotional support. Agreements with partners include provisions to match industry mentors with students, organize workplace site visits, and create workplace learning opportunities, including projects, internships, and job shadowing.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **North Dallas P-TECH at Brookhaven College Pathways to Technology Early College High School (ECHS)** has been carefully designed with opportunities for students to participate in work based learning experiences in the **Information and Computer Technology** or **Biotechnology and Life Sciences** industry clusters. These industry-focused opportunities begin in the Summer Bridge program for rising ninth grade students and continue throughout high school and students' first postsecondary year.

The work-based learning experiences are developed in conjunction with industry partners, including compression planning meetings. The goal is to provide all students with opportunities to create actual work products while engaged with the industry partners in solving problems. These real world experiences are planned to incorporate activities that develop marketable skills such as communication, critical thinking, ethics, creativity, and teamwork. The chart below outlines the ECHS six year plan.

	Year 1	Year 2	Year 3	Year 4	Year 5
ECHS	Introduction to Career Theme Summer Bridge	Update Skills Map	Skills Map Reflects Industry Skills Needed	Skills Map Reflects Industry Skills Needed	Workplace Experience
Industry Partner	• Implement *Workplace Learning Curriculum* • Invite industry speakers to school • Multiple worksite visits • Develop **Project Days** (Industry mentors and students projects)	• Onsite industry staff presence at PTECH • Career exploration and industry exposure • Workplace opportunities that include: worksite visits, speakers, projects	• Career exploration and industry exposure • Implement a set of Workplace Learning opportunities that include: worksite visits, speakers, projects	• Career exploration and industry exposure (Career Quest) • Implement a set of Workplace Learning opportunities that include: worksite visits, speakers, projects	• Provide supports for students who will be spending most of their time at the college or on the job site
Student Skills	• Teamwork • Accountability • Critical Thinking	• Self-Learning • Leadership • Technology Exposure	• Leadership Focus • Ethics • Corporate Culture • Increase Technology Awareness • Professional Dress and speech • Resumes • Mock Interviews	• Technical Writing • Innovation • And Creative Problem Solving • Increase Technology Awareness • Professional Dress and speech • Resumes • Interviews	• Work Readiness • Ethics • Corporate Culture • Problem Solving • Adapting to Change • Professional Dress and speech • Resumes • Interviews

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS College and Career Counselor will serve the ECHS program participants by organizing, maintaining and operating a high school College & Career Center. The College and Career Counselor will be responsible for providing students with a wide variety of career information and materials; in addition to communicating with students, faculty, parents and community representatives concerning career planning and college entrance.

Education/Certification:
- Master's degree in guidance counseling from an accredited university or college
- Valid Texas certification as a Counselor, Special Education Counselor or Career and Technical Education Counselor

Experience:
- Two (2) years of classroom teaching in a public or accredited private school system
- High school counselor experience which includes dual credit process, testing, scholarship information, financial aid, graduation requirements, master schedule, etc.

Special Knowledge/Skills:
- Knowledge of counseling procedures, student assessment and career development
- Excellent organizational, communication and interpersonal skills
- Ability to instruct students and manage their behavior
- Working knowledge of computer skills (word, excel spreadsheets)
- Utilize information in different systems/platforms
- Knowledge of high school graduation requirements

Responsibilities:
- Provide career and college entrance information and assistance to students, teachers, and parents;
- Coordinate day-to-day operations and schedule activities, programs and speakers.
- Prepare career education and instructional materials for use by teachers and students; assist students in locating and using college/career information as needed for research, assignments and post-high school planning.
- Train and support the implementation of the Naviance College and Career planning software.
- Support middle school Counselors with completion of student interest inventories, Career Experiences and 4 year planning.
- Obtain, organize, file and display guidance materials; catalog and prepare for use by students; maintain displays and bulletin boards.
- Plan, organize, develop and implement career events and publications; prepare letters, flyers, mailers and other materials to publicize Career Center services, resources and speaker programs.
- Contact, schedule and arrange guest speakers from the local business community, colleges and military services to present information regarding specific occupations.
- Schedule visitations by representatives from local colleges; organize, coordinate and publicize career-related events and other opportunities for students to learn about higher education and vocational training and preparation.
- Develop and maintain a current and comprehensive occupational library including information on careers and career clusters, employment prospects and trends and employment requirements and opportunities; obtain and circulate current college catalogs.
- Provide information concerning scholastic aptitude and achievement tests; assist students with applications and scheduling; distribute test results as appropriate.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is a documented and sizable skills gap across Texas. Many young adults do not have the skills needed to enter and succeed in high growth sectors in the Dallas-Fort Worth economy. This is true both for those with a high school diploma, and for those with some college education.

In response, Dallas ISD, the Dallas County Community College District (DCCCD), and Dallas County industries are developing Programs of Study for students to earn an Associate degree while they are still in high school. The model allows the completion of dual credit courses while in high school at no cost to the student. If a student stays on track, they will be able to complete an Associate's degree for free, an important factor in a district where nearly 90 percent of all students are economically disadvantaged. The model works for all students, but is especially designed for those who are underrepresented in college, including students who are members of minority groups, those who are economically disadvantaged, and those who are the first in their family to attend college. The collaborative model is designed to motivate and enable more students to earn a college degree and successfully transition into the workplace, with the preparation and skills needed by employers. Detailed course lists are outlined in Schedule 16 Statutory Requirement 1.

The **North Dallas P-TECH at Brookhaven College Pathways to Technology Early College High School (ECHS)** is focused on the high demand **Information and Computer Technology** or **Biotechnology and Life Sciences** industry clusters. Based on analyses conducted with regional chambers of commerce, the Texas Workforce Commissions' Workforce Solutions Greater Dallas, the DCCCD, and industry partners, this ECHS' programs of study concentrate on **Health Information Technology** and **Computer Information Technology: Software Programming**.

For each Program of Study below the median pay, projected growth, and recent job postings for the Dallas-Fort Worth Metropolitan Statistical Area (MSA) were studied by the Dallas ISD and its partners. The following data from Emsi and Burning Glass identifies specific occupations within these Programs of Study.

PROGRAM OF STUDY: Health Information Technology
Health Information Technology: Medical Records and Health Information Technicians
Dallas-Fort Worth Metropolitan Statistical Area (MSA)

Yearly Median Pay (Emsi)	$37,440
Projected Regional Growth, 5 Years (Emsi)	14%
Projected Regional Growth, 10 Years (Emsi)	25%
Job Postings in Last 90 Days (Burning Glass)	799

PROGRAM OF STUDY: Computer Information Technology: Software Programming
Information Technology: Software Developers
Dallas-Fort Worth Metropolitan Statistical Area (MSA)

Yearly Median Pay (Emsi)	$94,464
Projected Regional Growth, 5 Years (Emsi)	12%
Projected Regional Growth, 10 Years (Emsi)	22%
Job Postings in Last 90 Days (Burning Glass)	6,000

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participating ISD:	Dallas			Career Pathway Program – 4-yr Plan		Participating Colleges:	Brookhaven College
Participating HS:	North Dallas			(Recommended Graduation Plan)		Certificate:	Programmer Level I Certificate (A) / Software Prog/Dev Assistant Certificate (B)
HS Plan:	IT / Computer Information Tech (STEM)			Academic Year 2017 – 2018		AAS Degree:	Software Programmer/Developer AAS

Participating ISD:	Dallas			Career Pathway Program – 4-yr Plan		Participating Colleges:	Brookhaven College
Participating HS:	North Dallas ECHS			(Recommended Graduation Plan)		Certificate(s):	N/A
HS Plan:	?			Academic Year 2017 – 2018		AAS Degree:	Health Information Technology AAS

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:
a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **North Dallas P-TECH at Brookhaven College Pathways to Technology Early College High School (ECHS)** developed Programs of Study that outline the courses students need to complete to earn a degree and specific industry certificates. The model addresses postsecondary degree completion and career readiness by smoothing the transitions between high school, college, and the professional world. Local industries are partnered with the ECHS for career ready experiences, internships, and employment opportunities.

The Career Preparation Academy Leadership Team meets quarterly in order to ensure the **Information and Computer Technology** or **Biotechnology and Life Sciences** industry clusters curricula remain relevant for employers and students and the school design provides supports and rigorous learning experiences for all students. The leadership Team reviews revenues, support, and expenses for the ECHS in order to guarantee that the ECHS, college, and industry commitments are sustainable.

The table below identifies the roles and responsibilities for: a.) Dallas ISD Deputy Chief, ECHS Executive Director, Principal, and career support staff; b.) Dallas County Community College District (DCCCD) liaison; c.) four-year college liaison; and d.) industry partner liaison.

Institution	Role	Responsibilities
Dallas ISD	Chief of Strategic Initiatives and External Affairs	ECHS liaison to district, Board of Trustees, colleges, and industry partners
Dallas ISD	Executive Director, North Dallas Feeder Pattern	Coordinates with Early College Programs ED, School Leadership, Principal and administrative team
Dallas ISD	Executive Director, Early College Programs	Oversees all ECHS programs to ensure implementation and recruitment
Dallas ISD	Principal	Manages budget, hires and manages staff, ensures compliance to ECHS guidelines
Dallas ISD	Assistant Principal, ECHS Administrator	Manages curricula, master schedule, staffing, and professional development
Dallas ISD	Workforce Coordinator	Liaison to industry partner and IHE
Dallas ISD	ECHS Counselor	Lead counselor for ECHS and manages student scheduling, assists with college and career site visits and tours
DCCCD	ECHS Liaison	Collaborate with Dallas ISD and industry partner to coordinate rigorous curricula, TSI-A preparation, student recruitment plan, college communication and course scheduling
Four-Year College	ECHS Liaison	Collaborate with Dallas ISD and DCCCD to ensure implementation of articulation/reverse transfer agreements and coordination with industry partner for student work-based learning opportunities
Industry Partner	ECHS Liaison	Attends ECHS meetings to advocate for the business community, provides industry standards and guidance to students and curricula development, provides work-based learning experiences for students throughout high school and college

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability is having the human, financial, technological, and organizational resources to provide services to meet needs and attain results towards the agreed upon mission. For Dallas ISD, sustainability of the Early College program is a definitive goal and teams have worked tirelessly to adhere to the established ECHS Benchmarks via a systemic approach to the programmatic model. The model that we have created is demonstrative of a program with a strong, clear identity, a base of engaged constituents, and the capacity to align and deliver proposed results.

Early college high schools historically create learning environments that focus on college readiness for all students. In these particular settings, students will begin taking college courses in their freshman year, and in all schools the expectation is that students will graduate from high school with an associate degree or up to two years of transferable college credit - all at no cost to their families. To sustain this model, the following components will be considered:

| Program Identity
Description; Goals; Expected Results | Program Structure
How program will organize to deliver results and reach constituents | Program Revenue
Budget; funding sources |
|---|---|---|
| *To ensure sustainability of the program, stakeholders will:* | | |
| Align the program to the state's ECHS Benchmarks (i.e. *Target Population; Partnership Agreement; Leadership Initiatives; Curriculum & Support; Academic Rigor & Readiness; School Design)* | Maximize the use of resources already in the system (non-monetary, in-kind, volunteer, contributed space, donated equipment, technical support, etc.) | Develop a funding plan to ensure the key infrastructure of the program is maintained with key staff support (i.e. Executive Director, Campus Administrator, Workplace Learning Coordinator, Counselor, Qualified Teachers, etc.) |
| Articulate a common vision/mission | Maintain campus and district advisory and steering committees to assist with providing viable feedback and carrying out essential operations | Include both long-term and short-term goals for acquiring funds for programmatic needs |
| Identify present and potential partners who can assist with achievement of the common vision/mission | Create communication and outreach efforts to publicize successes and achievements and recruit students | Work with district budgetary staff to maintain the support the program has received from all district departments |
| Build upon past history and achievements to assist with garnering partnerships and collaboration | Identify important stakeholders with the power and influence to advocate for the program and services | Calculate and track actual program costs to ensure funding projections focus on financial priorities when the program is operating at full capacity |
| Meet high-demand industry needs and standards | Provide ongoing workforce training and development opportunities for key staff in an effort to maintain sufficient expertise and skill set | Engage partners in pursuing additional funding opportunities |
| Implement an evaluation plan to provide feedback for continuous improvement | Implement evaluation plan that incorporates quantitative and qualitative data from stakeholders | Allocate funding for evaluation |

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 057-905	Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

North Dallas P-TECH will operate as a small learning community within North Dallas High School. **North Dallas P-TECH** will serve 100 students entering grade 9 during the 2017-2018 school year with plans to scale up by adding an additional grade level through 2020-2021and enrolling a new cohort of 100 9th grade students each year. At capacity **North Dallas P-TECH** will serve 400 students in grades 9-12. Students in grades 9 and 10 will attend classes at the North Dallas High School campus and students in the 11th and 12th grade will attend classes at Brookhaven College.

	2017-2018	2018-2019	2019-2020	2020-2021
Grade 9	100	100	100	100
Grade 10	N/A	100	100	100
Grade 11	N/A	N/A	100	100
Grade 12	N/A	N/A	N/A	100
Total Enrollment	100	200	300	400

Enrollment at **North Dallas P-TECH** is open to incoming 9th grade students only. The campus has developed a comprehensive plan to recruit students that are first generation college goers, at-risk, English language learners and/or students who have been historically underrepresented in higher education specifically Hispanic, African-American and economically disadvantaged students.

The **North Dallas P-TECH** Leadership Team will recruit students by visiting surrounding middle schools, participating in Dallas ISD High School Fairs and by attending middle school "High School Preview" nights. **North Dallas P-TECH** will also host a series of open houses and informational meetings for community members. Parents, students and community members will have the opportunity to learn about the **North Dallas P-TECH** program, pathways and extracurricular activities.

The recruitment and enrollment processes were developed to ensure that all students would have an opportunity to attend **North Dallas P-TECH** regardless of their academic history, background, discipline record and previous assessment scores. Interested students will complete an on-line application and participate in a face-to-face interview conducted by the **North Dallas P-TECH** team members. Students who complete the application and interview process receive additional points based upon ECHS Benchmark 1 Targeted Student Population criteria. The applicants' information will be loaded in a campus database and qualifying students will be selected for admissions.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☐	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☐	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			

County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☒	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☒	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			

County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☒	☒
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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	Schedule #18—Equitable Access and Participation (cont.)			

County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☒	☐	☐
K03	Conduct home visits by staff	☒	☐	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☒	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☒	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Texas Education Agency

County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☒	☒
M05	Establish school/parent compacts	☐	☒	☒
M06	Provide parenting training	☐	☐	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-905	Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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Texas Education Agency

Schedule #20—Outside Sources of Income and Pre-Existing Content

County-district number or vendor ID: 057-905	Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			$
2			$
3			$
4			$
5		Total:	$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

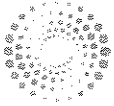| #	Title	Date Developed
1		
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October 17, 2016

Superintendent Michael Hinojosa
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204

Dear Superintendent Hinojosa,

We believe that industry and education must be partners in growing our future, and we look forward to our part in that effort.

This serves as a letter of intent between Thomson Reuters and the Dallas Independent School District to engage in an educational partnership supporting the Collegiate Academy at North Dallas Collegiate Academy in its pursuit of a Pathways to Technology Early College High School (P-TECH).

We understand that P-Tech provides a strategic pathway for students to attain a high school degree simultaneous to completing certificates and/or up to an associate's degree with Brookhaven College in the Dallas County Community College District.

Areas for our involvement might include: mentoring, career engagement, skills mapping, job shadowing/internship and job interviews.

We look forward to collaborative discussions leading to a more formal agreement in the near future.

Sincerely,

Gabrielle Madison, Director of Community and Scholar Relations
Thomson Reuters

CC: Israel Cordero, Dallas ISD Deputy Chief

bottle rocket

September 30, 2016

Superintendent Michael Hinojosa
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204

Dear Superintendent Hinojosa,

We believe that industry and education must be partners in growing our future, and we look forward to our part in that effort.

This serves as a letter of intent between Bottle Rocket LLC and the Dallas Independent School District to explore an educational partnership supporting the Collegiate Academy at North Dallas High School in its pursuit of a Pathways to Technology Early College High School (P-TECH).

We understand that P-Tech provides a strategic pathway for students to attain a high school degree simultaneous to completing certificates and/or up to an associate's degree with a partner college in the Dallas County Community College District.

Areas for our involvement might include: on-site visit and tour of Bottle Rocket's office.

We look forward to collaborative discussions leading to a more formal agreement in the near future.

Sincerely,

Amy Czuchlewski, Senior Director of Engineering
Bottle Rocket

CC: Israel Cordero, Dallas ISD Deputy Chief

**Dallas County
Community College District**

Industrial Engineering-Articulation Agreement

Memorandum of Understanding and Articulation Agreement

**Pertaining to the Bachelor of Science Degree in Industrial Engineering
Texas A&M University-Commerce
Department of Industrial Engineering & Technology
and
Dallas County Community College District**

The intent of this agreement between Texas A&M University–Commerce (TAMU-C) and the Dallas County Community College District (DCCCD), is to increase the number and quality of students matriculating from DCCCD into the Industrial Engineering program at TAMU-C. Concomitantly, this agreement is designed to foster enhanced transfer process for DCCCD students pursuing a bachelor degree in engineering.
This agreement recognizes the following terms and conditions:

1. Representatives from TAMU-C's and DCCCD's admission's staff, academic advisors, and engineering faculty will collaborate to select students for the program and will provide advising to students in the program.

2. The TAMU-C Industrial Engineering faculty and staff will provide support to DCCCD faculty through the sharing of course syllabi and other pertinent ABET related material.

3. Students who successfully complete the DCCCD Associate in Sciences with an Emphasis in Industrial Engineering will be able to transfer a block of 60 credit hours into the TAMU-C Industrial Engineering degree. The transfer courses must meet the TAMU-C Department of Industrial Engineering & Technology core required GPA and the minimum grade per course for transferring to the TAMU-C Department of Industrial Engineering curriculum. TAMU-C will accept all courses as outlined in the transfer guide.

4. The TAMU-C / DCCCD Equivalency Transfer Guide, attached hereto and incorporated herein by reference as Exhibit A, will be reviewed and updated by DCCCD and TAMU-C faculty and advisors on at least a yearly basis. The Office of Transfer Services and University Relations at DCCCD and department chair for the Department of Industrial Engineering & Technology at TAMU-C will approve changes.

5. DCCCD students successfully completing the Associate in Science with an Emphasis in Industrial Engineering program according to the specified transfer guide and who maintain a minimum cumulative GPA of 2.5 in transferable hours will gain automatic admission into TAMU-C's Department of Industrial Engineering.

6. The progress of this program will be monitored by both TAMU-C and DCCCD and may be revised by mutual agreement at any time. Either party may terminate this agreement at any time, with a 120 day notice, when the said party believes that termination is in the best interest of all parties concerned. Those students already participating in the program at the time of termination will have their course work honored by TAMU-C as transfer credit.

7. A copy of the Memorandum of Understanding and Articulation Agreement, along with the TAMU-C / DCCCD Equivalency Transfer Guide will be kept in the Office of Academic Affairs and Transfer Programs at DCCCD and the Department of Industrial Engineering at TAMU-C.

8. Annually, TAMU-C and DCCCD will share data related to the enrollment, scholastic progress, and academic performance of former and active cooperative students in order to evaluate the success of this program.

9. DCCCD and TAMU-C will collaborate on the design of marketing materials, which will be distributed to current students, potential students, or the community at large to publicize this agreement.

10. The faculty and administrators from TAMU-C and DCCCD will consult annually to assess and develop program offerings; to schedule student and faculty class visits; and to explore potential joint grant funding. These meetings may be face-to-face at the request of either DCCCD or TAMU-C.

11. Dispute Resolution: The dispute resolution process provided in chapter 2260, Texas Government Code, and the related rules adopted by the Texas Attorney General pursuant to chapter 2260, shall be used by TAMU-C and DCCCD to attempt to resolve any claim for breach of contract made by either party that cannot be resolved in the ordinary course of business. The parties shall submit written notice of a claim of breach of contract under this Chapter to the respective undersigned part, who shall examine the claim and any counterclaim and negotiate with the other respective party in an effort to resolve the claim.

12. Governing Law and Venue: This agreement shall be governed and interpreted pursuant to the Constitution and Laws of the state of Texas. Pursuant to Section 85.18, *Texas Education Code*, venue for any suit filed against TAMU-C shall be in the county in which the primary office of the chief executive officer of TAMU-C is located. At the

time of this Agreement, such county is Hunt County, Texas.

13. Amendments, Changes or Modifications: No amendment, change or modification to the MOU may be made except in writing by all parties.

The parties hereto certify that they have the authority to execute this MOU and that covenants contained herein are within their respective statutory authority to fulfill. The undersigned parities bind themselves to the faithful performance of this MOU.

IN WITNESS THEREOF, the parties execute this Memorandum of Understanding.

Dallas County Community College District (DCCCD)

Texas A&M University-Commerce (TAMU-C)

_____
Dr. Wright Lassiter, Chancellor

_____
Dr. Dan Jones, President

_____
Date

_____
Date

_____
Dr. Larry Lemanski, Provost and Vice President for Academic Affairs

_____
Date

Exhibit A

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT (DCCCD)

ASSOCIATE OF SCIENCE DEGREE EMPHASIS IN INDUSTRIAL ENGINEERING

DCCCD CORE CURRICULUM	TAMU-COMMERCE IE CURRICULUM
A. Communications	
ENGL 1301	ENG 101
ENGL 1302	ENG 102
SPCH 1311	SPCH 111
B. Social/Behavioral Sciences	
HIST 1301	HIST 121
HIST 1302	HIST 122
GOVT 2301	PSCI 211

GOVT 2302	PSCI 212
Choose one from the following: ECON 2301, 2302	 ECO 231 or ECO 232
C. Humanities/Visual Arts	
Choose one from Category I: ARTS 1301, 1303, 1304 HUMA 1301 DANC 2303 DRAM 1310, 2366 MUSI 1306, 1308, 1309	Visual / Performing Arts requirement
Choose one from Category II: ENGL 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333	Humanities requirement
Choose one from Category III: CUST (Cultural Studies) 2370 HIST 2321, 2322, 2380, 2381 PHIL 1301, 2306, 2307, 2316, 2317 RELI 1304	
D. Math & Quantitative Reasoning	
MATH 2513	MATH 191
E. Science	
PHYS 2425	PHYS 211
PHYS 2426	PHYS 212
F. Institutional Option	
PHED 1164	Physical Education requirement (1 of 2)
COSC 1436 (C++)	CSCI 151
Application of Major Requirements	
MATH 2414	MATH 192

CHEM 1411	CHEM 111
Choose one of the following: DFTG 1305, 1309, 2332, OR ENGR 1304	IT 111
MCHN 1352 or MCHN 2338	IT 112

This crosswalk shows 65 hours that is part of an AS Degree with Emphasis in Industrial Engineering. The 65 hours corresponds to 60 hours that can be applied to the Industrial Engineering degree requirements at TAMU-C. Students successfully completing the degree will earn an Associate in Science degree in addition to being a CORE completer.

GENERAL ARTICULATION AGREEMENT

Between
The University of North Texas
&

Separately SACSCOC Accredited Colleges
(Brookhaven College, Cedar Valley College, Eastfield College, El Centro College,
Mountain View College, North Lake College and Richland College)
of the
Dallas County Community College District (DCCCD)

STATEMENT OF PURPOSE

The purpose of this General Articulation Agreement is to create clearly marked transition pathways by clarifying and streamlining the transfer processes. Therefore, the students are able to transfer to the University of North Texas carrying with them the credits which they have already earned for as much relevant study as possible. The participating institutions understand and agree that transfer articulation under this general agreement is with Dallas County Community College District hereafter referred to as "DCCCD", inclusive of the following colleges: *Brookhaven College, Cedar Valley College, Eastfield College, El Centro College, Mountain View College, North Lake College, Richland College* and the University of North Texas hereafter referred to as "UNT" and hereby enter into the following agreement governing the matriculation of students from the separately accredited colleges of DCCCD to UNT.

TERMS and CONDITIONS

In order to facilitate the process of student transfer, UNT and DCCCD have agreed to the following:

General Admission:

1. DCCCD students who follow the recommended program of study – the common core and transfer curriculum – and who meet all other admissions requirements and deadlines pertaining to application for admission, orientation and registration, and payment of tuition and fees shall be eligible for admission to UNT. Transfer students must meet the same standards and criteria for admission to a major degree sequence as a native UNT student. They will abide by the policies and procedures, along with any revisions thereof that apply to all students at that institution.

2. Transfer students from the colleges of DCCCD are to adhere to UNT's admission requirements based on the catalog year in effect at the time the student first enters one of DCCCD's colleges, provided that the student maintains continuous enrollment.

Guaranteed Admission:

1. DCCCD students who meet the general admission requirements of UNT with a completed the core curriculum or Associate of Arts/Science degree, and who are in good standing at the institution where they last attended, will receive automatic admission to UNT.

2. While admission to UNT does not guarantee admission to all degree granting programs, majors, minors, or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the UNT.

Acceptance of Transferable Credits and Core Curriculum:

1. UNT and DCCCD will provide clear information (see "Transfer Information" section, below) to advisors and students, facilitating the acceptance of college-level credits listed in the Academic Course Guide Manual (ACGM). Students who have completed an A.A. or A.S. degree and achieved the required level of performance in their coursework will be able to transfer at least sixty (60) credits to UNT.

2. Transfer students will receive academic credit for transferable college level courses only completed with a grade of "C" or better, unless stated otherwise in UNT's catalog.

3. Remedial/developmental courses will not be accepted for transfer.

4. Technical/vocational courses will not be accepted except as specified in a separate, authorized "Guided Pathway" (program-to-program articulation) agreement, or as provided for through the approval of advisors and faculty within specific UNT programs.

5. UNT will accept transferable college level courses from the DCCCD without regard to institutional modality including, but not limited to, online courses and programs, Dual Enrollment credits, and Early College High School classes.

6. UNT and the DCCCD will work cooperatively to create a mutually acceptable articulation appeal process for reviewing credits not accepted in transfer admission at UNT.

7. Completion of any course designated as fulfilling the requirement of one of the component areas or of the component area option within a DCCCD College's Core Curriculum will be accepted at UNT as fulfilling that same component area or component area option requirement within the UNT Core Curriculum.

8. DCCCD students transferring with an A.A. or A.S. degree shall not be required to take additional general education/core courses at UNT unless a specific core curriculum is established in a transfer pathway agreement.

Acceptance of DCCCD Associate Degrees:

This agreement establishes the principle that UNT will accept and apply DCCCD associate degrees into baccalaureate degree plans based on articulated pathways and program-to-program agreements. The needed courses and course alignment in order to achieve the acceptance AND application of an associate degree in its entirety to a specific discipline at UNT will be specified in detail in a Transfer Pathway Agreement (A.A./A.S./A.A.T.) or Program-to-Program Agreement (A.A.S.) between one DCCCD college and a college/school/center at UNT.

Pre-Admission:

1. Through UNT's "Eagle Bound" program, a DCCCD student is eligible to apply for the benefit of Pre-Admission status at UNT upon the student's first enrollment at a DCCCD college, or at any time thereafter.

2. Eagle Bound students who have a UNT 'Eagle Pass' card will have the right to purchase tickets at reduced rates and attend student events on UNT campus. Eagle Bound students may also request a 'TexShare Card,' will give them access to UNT Libraries.

3. UNT on-site admissions events will be held at the seven colleges of DCCCD at least once a year, upon request.

Honors Program:

DCCCD and UNT will develop a smooth transition for qualified students wishing to enter the UNT Honors College. DCCCD and UNT will each maintain membership in the National Collegiate Honors Council. Students from DCCCD Colleges may be accepted into the UNT Honors Program if they have maintained a cumulative GPA of 3.35 or better on all college work and bring fewer than 72 total hours in transfer. Honors courses complete with a grade of 'B' or better at the DCCCD colleges may fulfill up to half of the credits required to graduate with UNT Honors College recognition.

Transfer Information:

1. The Office of Transfer and Articulation Services at the DCCCD District Office and UNT will continue to work together to provide appropriate transfer information for DCCCD students.

2. UNT will maintain two specific tools to provide guidance to DCCCD students:

- UNT's transfer website, which includes detailed information regarding transfer agreements and transfer processes, including:
  - i. Overview of general pre-transfer and admissions processes.
  - ii. Overview of post-transfer services and supports.
  - iii. Financial resources for transfer students
  - iv. Details regarding any additional requirements for admission into specific academic programs at UNT
  - v. Clear links to UNT's "Transfer Guides"
  - vi. Clear links to specific agreement(s) and an official list of all program-to-program "Guided Pathways" approved by DCCCD and UNT.

- UNT's "Transfer Guides" (http://registrar.unt.edu/transfer-guides) provide Course Equivalency Guides utilizing the Texas Common Course Numbering System to identify the courses that may be completed at any Texas community college, and applied toward pre-requisites or requirements for a major at UNT. The Transfer Guides are updated annually and provide a guaranteed set of courses that students may bring into the specified UNT degree programs. In Addition, "Guided Pathways" may be developed collaboratively between specific UNT bachelor's degree programs and DCCCD member college's associate degree programs. These Guided Pathways will provide a suggested set of courses, in sequence, that students may use as a self-guided resource that provides for the completion of an associate's degree and the efficient application of that coursework to a specific UNT degree.

3. DCCCD and/or the member Colleges maintain two specific tools to provide guidance to DCCCD students:

- DCCCD will provide clear links to UNT's transfer website, which includes detailed information regarding "Transfer Guides", transfer agreements and transfer processes.
- DCCCD will invite UNT to participate in and provide updated information at internal training events to administrators, faculty members and student services staff.

Scholarships:

UNT will provide opportunities for DCCCD students to learn about UNT scholarships. UNT may collaborate with DCCCD to host events for DCCCD Rising Star Scholars, Phi Theta Kappa Scholars students and others interested in learning about how one can afford to complete a bachelor's degree.

Reverse Transfer:

The Registrar at UNT will collaborate with the District Office of Academic and Student Records at DCCCD district office to share information, as permitted by law, about students enrolled at UNT who could have sufficient hours to receive an associate's degree from DCCCD. The Registrar at UNT will send all reverse transfer transcripts to the following address:

DCCCD District Office of Academic and Student Records
Attention: Veronica Montero
1601 South Lamar Street
Dallas, Texas 75215-1816

Communication and Data Exchange:

1. The Office of Transfer and Articulation Services at the DCCCD District Office serves as the liaison office to establish routine communication mechanisms with UNT for addressing issues or problems associated with student transfer.

2. UNT will provide DCCCD students the equal opportunity to entry into limited access programs.

3. UNT and the DCCCD agree to mutually develop mechanisms to exchange data that will allow for the maintenance and improvement of these transfer arrangements and promote effective cooperation between the two institutions. The institutions will exchange admissions, academic performance and retention data in mutually prescribed formats, after obtaining appropriate permission from the students involved and in compliance with all federal, state and local laws.

   - UNT and DCCCD will designate a contact person to facilitate data exchange.
   - UNT will provide data elements as mutually negotiated by the designated contact persons. Data elements may be modified by mutual consent, as evidenced by written acknowledgement of both parties.
   - DCCCD will provide data elements including the names and contact information of students to UNT each fall of DCCCD graduates and current students with at least 30 SCH (Semester Credit Hour) and with "Transfer" intentions disclosed to enable the sharing of transfer information. Information will be shared in accordance with applicable law. Amendments to specific data elements may be determined by mutual consent of the persons designated to facilitate data exchange, as evidenced by written acknowledgement of such changes.

Joint Obligations:

1. UNT and DCCCD will work to identify ways to strengthen pathways for transfer and degree attainment for students.

2. Official list of programs for all Associate Degrees for which articulation agreements have been approved by both DCCCD and UNT will be made available at both institutions. DCCCD and UNT will assume joint responsibility for this provision, exchanging information upon request.

3. No transfer articulation materials developed by an articulating institution are valid without an Agreement signed by DCCCD. DCCCD will assume responsibility for oversight of this provision.

Evaluation:

The continuous partnership between UNT and DCCCD will be determined by an evaluation process to be established jointly by UNT and DCCCD and incorporated by reference into each transfer agreement.

Agreement Continuation and Dissolution:

This agreement shall be reviewed on a bi-annual, every other year, basis or any time program changes are to be made by either institution. Any changes will be identified and incorporated into subsequent agreements. DCCCD Presidents and the President of UNT, or their designees must approve amendments to this agreement. Any other modifications to this agreement may be made following written notice from DCCCD Presidents and the President of UNT, or their designees. Once this agreement is signed by the appropriate officials at DCCCD and UNT, each is free to publicize this arrangement in a manner consistent with the agreement. This articulation agreement shall remain in effect until one or both institutions deem it necessary to terminate it.
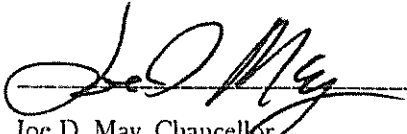
By signing, each party recognizes the commitment to exchange only the most current, accurate information and data. This agreement may be terminated by either party by giving written notice of said party's intention to the Presidents of DCCCD or designee and President of UNT, or designee.

This agreement shall become effective 07/22/16 and shall remain in effect until terminated by either party. Termination can be processed when either UNT or DCCCD give written notice to the other institution 180 days prior to the requested termination date.
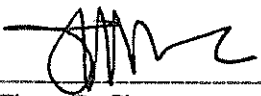
In witness whereof, the authorized representatives of the parties have executed this agreement on this the 22 day of 07, 16.
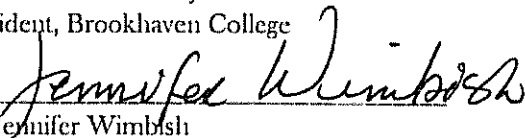
Dr. Neal Smatresk, President
University of North Texas

Date 6/6/16

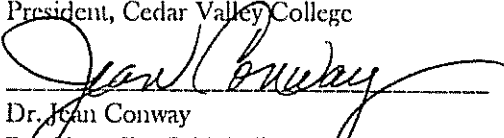Joe D. May, Chancellor
Dallas County Community College District

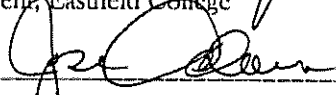Date 6/27/16

Dr. Thom D. Chesney
President, Brookhaven College

Date 22 July 2016

Dr. Jennifer Wimbish
President, Cedar Valley College
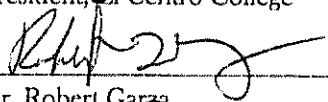
Date 7/22/16

Dr. Jean Conway
President, Eastfield College
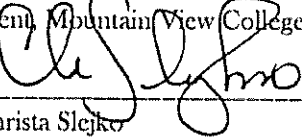
Date 7/22/16

Dr. Jose Adames
President, El Centro College
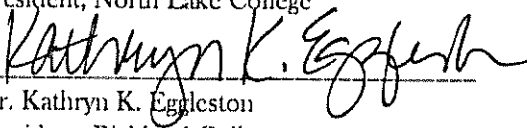
Date 7-22-16

Dr. Robert Garza
President, Mountain View College

Date 7-22-16

Dr. Christa Slejko
President, North Lake College

Date 7-22-16

Dr. Kathryn K. Eggleston
President, Richland College

Date 7/22/16

P-TECH 9-14 MODEL
MEMORANDUM OF UNDERSTANDING
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT,
DALLAS INDEPENDENT SCHOOL DISTRICT AND THOMSON REUTERS,

This tri-party Memorandum of Understanding, ("MOU") is entered into by and among Thomson Reuters, a corporation incorporated under the laws of the state of Texas with its principal place of business in 2395 Midway Rd., Carrollton, Texas 75006; the Dallas Independent School District ("DISD"), a Texas political subdivision of secondary education; and the Dallas County Community College District ("DCCCD"), a Texas political subdivision of higher education, on behalf of Brookhaven College (collectively, the "Parties"), and sets forth the roles of the various parties in regard to the implementation of the Pathways to Technology Early College High School ("P-Tech") model at North Dallas High School (the "Program")

This MOU supersedes any and all previous documents or agreements defining the role or scope of involvement Thomson Reuters has in support of this program.

OVERALL SCHOOL MODEL

The Parties agree to collaborate in developing, supporting, and operating North Dallas Collegiate Academy. The School's mission is to provide all students with an education that begins in grade 9, continues through high school completion with a high school diploma, and culminates in attainment of an associate degree in Information Technology ("IT")/Computer Information Technology ("CIT") Software Programmer/Developer, thus preparing students to succeed in college and career. The program also includes authentic work experiences designed to prepare students for positions in the IT/CIT Software Programmer/Developer field.

The School is open to students of all backgrounds and abilities, including struggling learners, English language learners, and students with disabilities. The primary point of entry is the ninth grade. The School will admit approximately [100-125] students in its initial 9th grade class, and will grow by approximately [100-125] students each year, until the school reaches full capacity of [400-500] students in School Year 2020-2021.

The School's curriculum and support program is designed to support a wide range of students in earning a high school diploma, an associate degree, and the work experience needed to be a highly qualified candidate for career-track employment in the IT/CIT Software Programmer/Developer field. All college courses offered to students while enrolled in the School will be free of charge to students and their families.

The Parties will work together to develop, evaluate and revise the School's Scope & Sequence plan, which will identify specific high school and college courses and work experiences that students will participate in each year as part of their regular school program. The Scope & Sequence plan will serve as a blueprint for curriculum development and programming for students and staff.

ROLES AND RESPONSIBILITIES

A. Thomson Reuters Responsibilities

1. Thomson Reuters will be committed to the full implementation of the Overall School Model as outlined.

2. Thomson Reuters will provide mentoring to participating students. The number of students mentored and the professions of the mentors will be decided collaboratively between Thomson Reuters and the other partners as the program progresses.

3. Thomson Reuters will help identify the appropriate entry-level positions students at the School may qualify for upon graduation, and work with the other Parties to map the key skills needed to succeed in those positions. Thomson Reuters will work with its internal managers and its clients to consider students at the School for available employment opportunities.

4. Thomson Reuters will identify a dedicated staff person to manage Thomson Reuters's responsibilities and other appropriate staff to participate in the Local Partnership Committee. This dedicated staff person will be available at least 60% of the time (the equivalent of 3 days per week) to support the relationship with the School. This staff person will, among other duties, coordinate site visits to Thomson Reuters's facilities, recruit and match mentors to students, identify appropriate internship opportunities, and support teachers and faculty in developing appropriate curricula.

5. Thomson Reuters will help define and provide opportunities for appropriate workplace experiences (e.g., design projects, visits, speakers, internships, and apprenticeships) to prepare students for the world of work based on the curriculum Scope & Sequence plan. It is anticipated that each student in the school will participate in one to three internship experiences during his or her six-year tenure. Thomson Reuters will provide a minimum of thirty (30) internship opportunities each year to students from the School. Thomson Reuters will assist the School's staff in identifying additional organizations in the IT/CIT Software Programmer/Developer field to ensure that each student has the opportunity to participate in multiple internships during the course of the program.

6. Thomson Reuters will work with the School's staff and the other Parties to assist the School to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. Thomson Reuters will help identify high-quality occupation-related projects and curriculum that may be incorporated into the academic program.

7. Thomson Reuters will allow DCCCD/Brookhaven College, DISD/North Dallas High School, and the School's staff and students appropriate access to Thomson Reuters facilities to support program activities, including, but not limited to, internships, job shadowing, mentoring, and other "real life" work experiences for students.

B. DCCCD/Brookhaven College Responsibilities:

1. DCCCD/Brookhaven College will be committed to the full implementation of the Overall School Model as outlined.

2. DCCCD/Brookhaven College will allow the School's staff and students access to college facilities relevant to the academic success of the students.

3. DCCCD/Brookhaven College will work with the School's staff and the other Parties to develop a coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. DCCCD/Brookhaven College will identify specific courses needed to earn an associate degree, including opportunities for credit-bearing courses no later than 10th grade, ensure that those courses are available at a time and place that is accessible to students in the School, and work with the School to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two.

4. DCCCD/Brookhaven College faculty will collaborate with the School's teachers to ensure alignment and appropriate supports between high school and college-level courses. DCCCD/Brookhaven College faculty will work with Thomson Reuters to ensure that coursework is aligned to relevant technical skills and competencies.

5. DCCCD/Brookhaven College will be responsible for ensuring college credit-bearing courses meet the rigor and standards of the college. As such, college courses offered to students at the School will be governed by the following:

   o All courses offered for college credit must be regular DCCCD/Brookhaven College courses, developed and approved by DCCCD/Brookhaven College faculty, approved through DCCCD/Brookhaven College governance, and listed in the DCCCD/Brookhaven College course catalogue. The course syllabus determines course content, required textbooks, assessments, and polices on attendance and grading.

   o All instructors of college-level courses must meet DCCCD/Brookhaven College's academic requirements and are subject to the approval of the relevant DCCCD/Brookhaven College department chairperson in consultation with the School's principal. In some instances, high school teachers (who are DISD/North Dallas High School employees) may meet the requirements for college-level instruction. If DISD/North Dallas High School employees teach college-level courses as part of their regular teaching load, they are not eligible for additional compensation from any party.

6. DCCCD/Brookhaven College will work with the School to collect data on college course-taking and experiences. DCCCD/Brookhaven College course registration must be entered into all appropriate college systems using appropriate program codes.

7. DCCCD/Brookhaven College will provide dedicated staff to work on the initiative, including a college liaison who has the authority to coordinate with the School.

8. DCCCD/Brookhaven College will coordinate with the Steering Committee to assure that the relevant degree is cost-free to students and their families, developing a financial plan to cover the cost of instruction (which may be less than published tuition rates), to access all available sources of financial aid and to cover fees, textbooks and all other costs from public funding, grants, scholarships, etc.

C. DISD/North Dallas High School Responsibilities:

1. DISD/North Dallas High School will be committed to the full implementation of the Overall School Model as outlined.

2. DISD/North Dallas High School will work with the School's staff and the other Parties to develop a seamless and coherent Scope & Sequence plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. DISD/North Dallas High School will work to develop a rigorous and engaging curriculum that prepares students for college-level course work and workplace experiences.

3. DISD/North Dallas High School will establish a college-going culture for all students at the School, which requires engaging students in college coursework, tutoring and advising, and instruction on key "college knowledge" academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and tenacity.

4. DISD/North Dallas High School will help define appropriate workplace experiences (e.g., design projects, job shadowing, internships, and clinical practice) that will support students gaining key skills needed in the IT/CIT Software Programmer/Developer field.

5. DISD will provide a space to house the School at North Dallas High School, located at 3120 N Haskell Ave, Dallas, TX 75204. The facility will have sufficient space to support the activities and number of students described in the Overall School Model.

6. DISD/North Dallas High School will allow DCCCD/Brookhaven College and Thomson Reuters faculty and staff appropriate access to the School to support program activities, along with other appropriate industry leaders and members of leading nonprofit organizations.

7. DISD/North Dallas High School will ensure that students of all backgrounds and abilities are eligible to attend the School. DISD/North Dallas High School will ensure that prior academic performance shall not be considered during the admissions process.

8. DISD will provide regular operating funds to the School in the same manner as other Dallas public schools. DISD will identify additional funding streams that may be available to the School, including but not limited to federal Perkins program funding.

9. DISD will support the School's principal in identifying qualified staff to teach in the School.

10. DISD will provide appropriate and relevant ongoing professional development for the School's principal and staff. DISD/North Dallas High School will share best practices from other Dallas public schools that effectively serve a wide range of high school students in achieving college and career readiness.

CONFIDENTIALITY OF INFORMATION

A. STUDENT CONFIDENTIALITY. DCCCD and Thomson Reuters acknowledge that the District has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically the Family Educational Rights and Privacy Act ("FERPA"). DCCCD and Thomson Reuters are receiving student information in compliance with the requirements and exceptions outlined in FERPA. DCCCD and Thomson Reuters acknowledge that each must comply with said law and regulations and safeguard student information. DCCCD and Thomson Reuters may not re-disclose the information to a third party without prior written consent from the parent or eligible student. DCCCD and Thomson Reuters must destroy any student information received from the District when no longer needed for the purposes listed in the Agreement.

    1. DCCCD will be provided information as outlined in the data sharing agreement approved by DISD and DCCCD on July 11, 2016.

    2. Thomson Reuters will be provided student names and their pathway of study.

    3. When the information is actually given to the vendor, the following statement should be included on the cover page:

    "This document contains personal information from a student's education records. It is protected by the Family Educational Rights and Privacy Act (20 U.S.C. section 1232g) and may not be re-released without prior written consent of the parent or eligible student."

B. DCCCD and DISD intend to designate Thomson Reuters as a "school official" with "legitimate educational interests" in academic and other data pertaining to DCCCD and DISD students enrolled in the Program. As a "School official" with "legitimate educational interests," as those terms have been interpreted by the U.S. Department of Education under

the Family Educational Rights and Privacy Act, and its implementing regulations, Thomson Reuters agrees to abide by the limitations and requirements imposed by 34 C.F.R. § 99 (a) on school officials. Thomson Reuters shall regard all student information it receives as confidential and shall not disclose such student information to any third party, except as permitted or required by this MOU, required by law, or as otherwise authorized by DCCCD and DISD, as appropriate, in writing.

C. Texas Public Information Act ("TPIA"). Contractor acknowledges that the Dallas ISD is subject to the Texas Public Information Act ("TPIA"). As such, upon receipt of a request under the TPIA, Dallas ISD is required to comply with the requirements of the TPIA. For purposes of the TPIA, "public information" is defined as information that is written, produced, collected, assembled, or maintained under a law or ordinance or in connection with the transaction of official business:
   1. by Dallas ISD; or
   2. for Dallas ISD and Dallas ISD
        a. owns the information; or
        b. has a right of access to the information; or
        c. spends or contributes public money for the purpose of writing, producing, collecting, assembling, or maintaining the information; or
   3. by an individual officer or employee of Dallas ISD in the officer's or employee's official capacity and the information pertains to official business of the Dallas ISD.

Contractor is expected to fully cooperate with the Dallas ISD in responding to public information requests. This includes, but is not limited to, providing the Dallas ISD with requested documentation. In the event that the request involves documentation that Contractor has clearly marked as confidential and/or proprietary, Dallas ISD will provide Contractor with the required notices under the TPIA. Contractor acknowledges that it has the responsibility to brief the Attorney General's Office on why the documents identified as confidential and/or proprietary fall within an exception to public disclosure.

TERM & TERMINATION

A. Term:

This MOU shall be in effect for not more than one calendar year to begin as of the date this agreement is executed and end one year (365 days) after that. This MOU may be renewed by unanimous written agreement of the Parties.

B. Termination:

This MOU may be terminated immediately at any time for any reason by any of the signing Parties with written notice to the other signatory Parties.

GOVERNING LAW AND VENUE

This MOU is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas without reference to choice of law principles. In the rare event that any

legal action should arise out of or relating to this MOU or the relationship it creates, the Parties agree that such action shall be heard in Dallas County, Texas

MODIFICATION

Any modification or amendment of this MOU must be in writing, approved and signed by all Parties.

MISCELLANEOUS PROVISIONS

A. Parties to this MOU warrant that their obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. To the extent required by law, all work shall be performed by individuals duly licensed and authorized by law to perform said work.

B. In the performance of their obligations under this MOU, Parties to this MOU shall act fairly and in good faith. Where notice, approval, or similar action by either party hereto is permitted or required by any provision of this MOU, such action shall be in writing and shall not be unreasonably delayed or withheld.

C. The term "Partner" as used herein shall be construed as figurative only and shall not imply or in any way suggest the existence or formation in this MOU of a Partnership venture or relationship between the Parties that imposes on them the legal duties or obligations of Partners.

D. By entering into this MOU, the Parties do not create any obligations, express or implied, other than those set forth herein, and this MOU shall not create any rights in any persons or entities who are not parties to this MOU.

E. Parties to this MOU shall not discriminate on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.

SIGNATORY CLAUSE

The individuals executing this MOU on behalf of Dallas Independent School District, Thomson Reuters and the Dallas County Community College District acknowledge that they are duly authorized to execute this MOU. All Parties hereby acknowledge that they have read, understood and shall comply with the terms and conditions of this MOU. This MOU shall not become effective until executed by each party. Therefore, the Parties to this MOU shall begin their respective duties only after the last party has signed and dated this MOU.

EXECUTED in duplicate original counterparts effective upon the date indicated above.

Thomson Reuters	**Dallas ISD**
Gabrielle Madison	**Dan Micciche**
Director - Community & Scholar Relations	**School Board President**
Thomson Reuters	**Dallas ISD**
2395 Midway Rd	**3700 Ross Avenue**
Carrollton, Texas 75006	**Dallas, TX 75204**
DCCCD	**With copy to:**
	Legal Services
Dr. Thom Chesney	**Dallas ISD**
President	**3700 Ross Avenue**
Brookhaven College	**Dallas, TX 75204**
3939 Valley View Lane	
Farmers Branch, Texas 75244	

THOMSON REUTERS

By: _____
Gabrielle Madison, Director of Community and Scholar Relations   Date

By: _____
Thomson Reuters Attorney   Date

DALLAS INDEPENDENT SCHOOL DISTRICT

By: _____
Dan Micciche, School Board President   Date

By: _____
Dallas ISD Attorney   Date

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

By: _____
Joe D. May, Chancellor DCCCD   Date

By: _____
Dr. Thom Chesney, President – Brookhaven College   Date

Southwest Airlines Co.
Greg Muccio
Senior Manager
People Dept
2702 Love Field Drive; HDQ 4HR
Dallas TX, 75235
214-792-4457

Southwest✈

October 31, 2016

Superintendent Michael Hinojosa
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204

Dear Superintendent Hinojosa,

We believe that industry and education must be partners in growing our future, and we look forward to our part in that effort.

This serves as a letter of intent between Southwest Airlines Co. and the Dallas Independent School District to engage in an educational partnership supporting the Collegiate Academy at North Dallas Collegiate Academy in its pursuit of a Pathways to Technology Early College High School (P-TECH).

We understand that P-Tech provides a strategic pathway for students to attain a high school degree simultaneous to completing certificates and/or up to an associate's degree with Brookhaven College in the Dallas County Community College District.

Areas for our involvement might include: mentoring, career engagement, skills mapping, job shadowing/internship and job interviews.

We look forward to collaborative discussions leading to a more formal agreement in the near future.

Sincerely,

Greg Muccio

Greg Muccio
Senior Manager-People Department
Southwest Airlines

CC: Israel Cordero, Dallas ISD Deputy Chief